

VISIT...

LANZAROTE
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MATERIALS

Game cards;
Game board;
Markers

Rhyme



2–3 minutes

Say the words *roast* and *most*. Tell the child that the words have the same sound at the end: /ōst/. Have the child say the two words. Ask the child to name other words that rhyme with *roast* and *most* (*toast*, *post*, *host*, *ghost*, etc.).

Say the following words and have the child name two or three words that rhyme with each: *chop*, *note*, *string*, *frail*, *quest*, *slice*.

Say the following words one group at a time. Have the child repeat the words and tell you which word does not rhyme: *cuff/tough/blouse*; *store/proud/chore*; *night/knit/sight*; *clap/clue/blue*.

Sound Discrimination: Initial Sounds



5–8 minutes

Say the following sentence slowly, emphasizing the /f/ sound, and ask the child to clap every time he/she hears /f/: *Fern felt five fat feathers fall on her face*. Repeat with this sentence, emphasizing the /n/ sound: *Noisy Nancy needs nine new nickels for her next nest*. Have the child try to make up a silly sentence using one of the sounds.

Say the following words: *place/plow/glow*. Have the child repeat the words and tell you which two words start with the same sounds. Then repeat the steps with the following words, saying each group one at a time: *strong/street/bleat*; *pretzel/gift/prize*; *grapes/train/tray*; *groceries/ground/slump*; *sweet/sleep/sweep*.

Name each picture with the child: *clock*, *cherry*, *drum*, *crayon*, *glove*, *flower*, *plane*, *shark*, *skunk*, *slide*, *snowman*, *squid*, *strawberry*, *tree*, *thumb*, *wheat*. Mix up the cards and place them in a stack. Have the child draw a card, name the picture (tell the child if he/she forgets the name), and say another word that starts with the same sound as the picture. If the child is correct, he/she gets to move the number of spaces along the game board indicated on the card. If the child is incorrect, he/she cannot move on the game board. Tell the child a word that starts with that sound and have him/her place the card at the bottom of the stack. It is now your turn to draw a card.

Blending Syllables



2–3 minutes

Say the following word by splitting it into two syllables, pausing between the syllables: *jol...ly*. Tell the child that you can blend the parts of the word together to say the whole word: *jolly*. Repeat the syllables and have the child blend them together to say the word: *jol...ly/jolly*.

Tutor Teaching Tips

Lesson 10 (cont.)

MATERIALS

Provide the following words one at a time. Say the syllables and have the child blend the syllables together to say the word.

tutor: *dif...fi...cult*; **child:** *difficult*

tutor: *pump...kin*; **child:** *pumpkin*

tutor: *but...ter...fly*; **child:** *butterfly*

tutor: *sur...prise*; **child:** *surprise*

tutor: *al...li...ga...tor*; **child:** *alligator*

tutor: *mos...qui...to*; **child:** *mosquito*

Blending Onset and Rime



2–3 minutes

Ask the child to listen as you say two parts of a word and then blend them together: /st/.../itch/, *stitch*. Say the onset and rime again and have the child blend the parts together to say the word.

Say the following words one at a time by splitting them into their onset and rime. Have the child blend them together to say the whole word.

tutor: /gr/.../ab/; **child:** *grab*

tutor: /sc/.../ab/; **child:** *scab*

tutor: /dr/.../ab/; **child:** *drab*

tutor: /h/.../āl/; **child:** *hail*

tutor: /qu/.../āl/; **child:** *quail*

tutor: /sn/.../āl/; **child:** *snail*

tutor: /br/.../ēz/; **child:** *breeze*

tutor: /sn/.../ēz/; **child:** *sneeze*

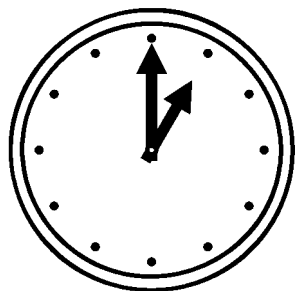
tutor: /wh/.../ēz/; **child:** *wheeze*

Read-aloud
book

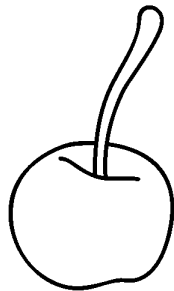
Optional Listening Activity

Read the book *The Race* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /r/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

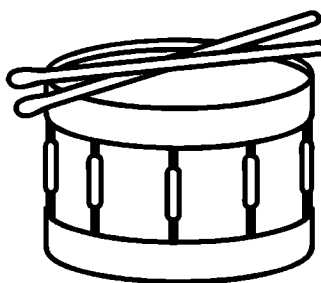
When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? Who was in the race? Who won?*



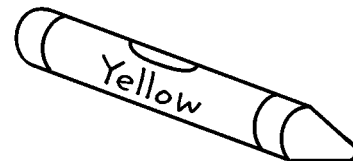
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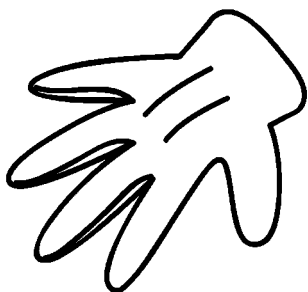
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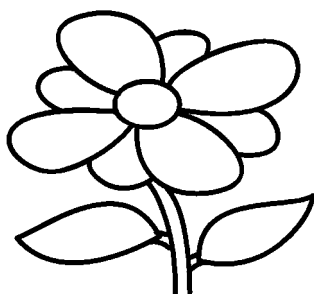
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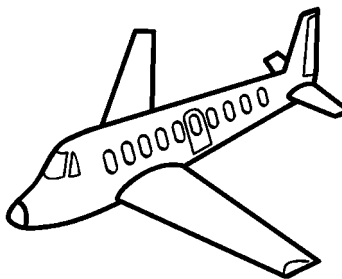
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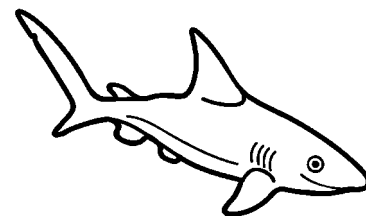
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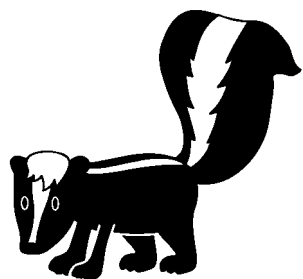
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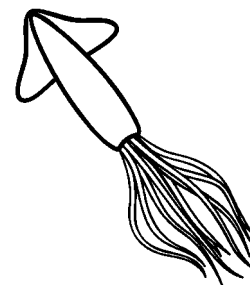
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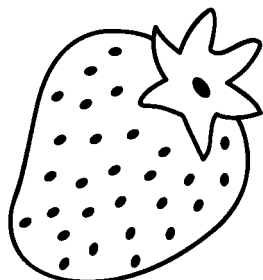
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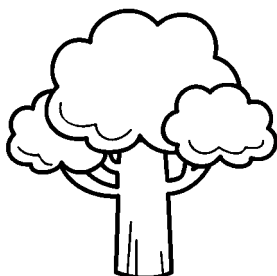
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